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ABSTRACT

To determine the professional preparation and experience of instructors hired by community junior colleges and technical institutions during the 1972 to 1974 academic years, questionnaires were sent to 100 junior colleges and technical institutions representing all 50 states. A total of 83 colleges and institutions from 43 states responded, of which, 76 replies were usable. The data were compiled into three enrollment categories: schools with less than 2,000 students, with 2,001 to 5,000 students, and with enrollments over 5,000. The data were also compiled into one general total category. Responses were cross-tabulated to determine the percentage of full-time instructors who had received degrees and the percentage of the instructors' past employment positions. The results of the data analysis were: (1) the average number of full-time instructors increased as the institutions' sizes increased; (2) there were, on the average, a higher proportion of resignations in the smaller schools; (3) the larger schools doubled and tripled the number of full-time instructors hired at the smaller schools; (4) only 17 percent of all full-time instructors at these schools had had any course work relating to the community junior college, and only 1.8 percent had had any type of internship or field work in a community college prior to being hired; (5) most of the states surveyed do not require credentials to teach in a community junior college; and (6) a large percentage of full-time instructors came from business and industry. (DB)

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PROFESSIONAL PREPARATION AND EXPERIENCE OF INSTRUCTORS
IN COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTIONS

The junior college movement continues to reflect a significant increase in the number of new community junior colleges and an increase in the number of students attending junior colleges and technical institutions. By 1974, the number of junior colleges had risen to 1,165 from 1,141 junior colleges in 1973 and 1,111 in 1972. The number of students had risen to 3,144,643 in 1974 from 2,866,062 students in 1973 and 2,680,762 in 1972.

As more programs are initiated at the four-year college level to instruct personnel for employment in community junior colleges and technical institutions, more research will be necessary to provide information about the experience and training of instructors currently being hired by these institutions. More information will be necessary to assist faculty at four-year colleges who must advise students who are interested in teaching in two-year institutions. Such information could also be beneficial to colleges and universities that are establishing courses in junior college education or that desire to evaluate existing programs in junior college education.

The purpose of this research study, therefore, is to determine the professional preparation and experience of instructors in community junior colleges and technical institutions who were hired during the academic years 1972 to 1974.

JC 740 417

PROCEDURE

One hundred junior colleges and technical institutions representing all 50 states were sent a questionnaire relating to this study. A total of 83

colleges and institutions responded from 43 states. Due to the nature of the responses, only 76 institutions were wholly or partially included in this study. The institutions responding ranged in size from 485 students to 105,953 students.

Data were compiled into three enrollment categories: schools with less than 2,000 students, schools with 2,001 to 5,000 students, and schools with enrollments over 5,000 students. The data were then compiled into one general total category.

INSTRUMENT

A questionnaire sent to the participants provided information in ten areas. Responses were cross tabulated to determine the percentage of full-time instructors who had received degrees, and to determine the percentage of the instructors' past employment positions.

RESULTS

Table 1 presents the results by enrollment of the number of full-time faculty employed at the time of this study and the number of full-time faculty hired in the academic years 1972-1974. The table also presents the results of the responses which requested information on the specific preparation for junior college teaching.

The average number of full-time instructors at junior colleges and technical institutions increased as the size of the institution increased. Schools with less than 2,000 students enrolled averaged 42 full-time instructors, while the larger institutions with over 5,000 students enrolled had an average of 333 full-time instructors. There was also a steady increase in the number of full-time instructors hired by these institutions. The smaller schools had the least number of full-time instructors hired with an average of 9 full-time

Table 1-Results by enrollment of
instruction preparation and experience

Statement	0 - 2,000	2,001 - 5,000	5,000 - up	Total
Number of full-time instructors employed	1447 (34)	1972 (22)	4992 (20)	8231 (76)
Number of full-time instructors hired between 1972-74	310 (34)	298 (20)	800 (16)	1408 (70)
Number of full-time instructors with course work on junior college	308 (34)	524 (14)	631 (10)	1463 (58)
Number of full-time instructors with same internship or field work in junior college prior to being hired	73 (34)	58 (11)	20 (11)	151 (56)
Number of junior colleges requiring state credentials to teach	(34) Yes No 4 30	(20) Yes No 7 13	(16) Yes No 3 13	(70) Yes No 14 56
Range of minimum amount of semester hours required to teach specific subject area	0-40 (33)	0-40 (14)	0-300 (14)	0-300 (61)
Number of full-time instructors resigning during 1972-74	174 (35)	100 (14)	144 (15)	418 (64)

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instructors, the medium-sized schools averaged 18; and then the big jump came, with the larger schools averaging 50 full-time instructors hired in the past two academic years.

In the category of those resigning in the past two academic years, one finds a higher proportion, on the average, in the smaller schools (5) in comparison to the larger schools which had seven and nine resignations respectively. The number of resignations does not follow the same pattern of hiring, where the larger schools doubled and trippled in the number of full-time instructors hired at the smaller schools.

There may be a number of reasons for the pattern of resignations and hirings. These reasons range from the expansion of programs in large institutions, to instructors leaving a smaller institutions for larger institutions, or to consolidation of several smaller institutions into one large institution.

Only 17% of all full-time instructors at these schools had any course work relating to the community junior college, while only 1.8% had any form of internship or field work in a community junior college prior to being hired.

Most of the states surveyed (35) do not require credentials to teach in a community junior college. Instead many schools require a master's degree, experience, or go by the regional accreditation standards.

Each institution tended to make its own requirements as far as the number of semester hours required to teach a specific area is concerned. Larger institutions required more semester hours of course work in a specific teaching area. Each institution also set a number of other requirements unless they

were governed by its own state requirements. In addition to a master's degree, experience, and regional accreditation, the smaller schools placed more emphasis on evidence of competence, ability, or personal qualities. The larger schools included research and publications for employment as a full-time instructor.

Institutions differed widely in the number of full-time instructors employed and the number hired within the past two years. They also vary greatly in the minimum amount of semester hours an individual must have in a specific subject area in order to teach that subject.

Table 2 shows the relationship by institution the enrollment of full-time instructors hired within the past two years with various academic degrees.

When broken down by enrollment categories, the institutions hired more instructors with bachelor's and master's degrees than any other degree. These same institutions hired more instructors with vocational training. In general, all institutions hired few doctorates and even fewer with certificates of advanced study or specialists in education. Considering the present job market and present surplus of Ph.D.'s, the percentage of Ph.D.'s being hired by junior colleges is still very low. Institutions are not hiring instructors with a doctorate just to have faculty with such a degree.

Table 3 lists the number of full-time instructors who were involved with different institutions as their last position prior to being employed by the respondent's college.

This study shows a surprisingly large percentage of people being hired as full-time instructors who came from business and industry. Over one-half of the instructors came from high school, business or industry. Only in the schools with student enrollments of 2,001 to 5,000 did the percentage of

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Table 2-Number of full-time instructors
attaining various degrees that were hired 1972-74
By Enrollment

Degree	0-2,000		2,001-5,000		75,000		Total
	Number	Percent	Number	Percent	Number	Percent	
Bachelor's	76	27.5%	36	11.6%	131	16.3%	243
Master's	131	47.4%	171	51.6%	456	56.8%	758
Master's of Arts in Teaching	6	2.1%	18	5.4%	11	1.3%	35
Master's + 30 hours	9	3.2%	58	17.5%	65	81.0%	132
Certificate of Advanced Studies	0	0.0%	0	0.0%	3	0.3%	3
Specialist in Education	0	0.0%	1	0.3%	5	0.6%	6
Doctor of Philosophy	16	5.8%	24	7.2%	58	7.2%	98
Doctor of Education	8	2.9%	3	0.9%	14	1.7%	25
Others	30	10.9%	14	4.3%	59	7.3%	103
	34 Schools Responding		22 Schools Responding		20 Schools Responding		70 Total Schools Responding

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Table 3-Full-time instructors involved with different institutions as their last position prior to being employed by responding institutions

Position	By Enrollment								Total Number	Total Percent
	0-2,000		2,001-5,000		5,000 - up		Number	Percent		
	Number	Percent	Number	Percent	Number	Percent				
Elementary School	4	0.4%	4	0.5%	35	2.2%	43	1.2%		
Junior High or Middle School	29	2.7%	25	3.1%	74	4.8%	128	1.2%		
High School	420	39.7%	220	27.8%	511	33.3%	1151	33.0%		
Two Year College	101	9.5%	148	18.7%	203	13.2%	452	12.9%		
Four Year College as Regular Faculty	75	7.0%	97	12.2%	116	7.5%	288	8.2%		
Four Year College as TA	88	8.2%	46	5.8%	188	12.2%	322	9.2%		
Business or Industry	225	21.2%	131	16.5%	326	21.2%	682	19.5%		
Other	119	11.2%	119	15.0%	81	5.2%	419	12.0%		
	34 Schools Responding		22 Schools Responding		20 School Responding		70 Total Schools Responding			

instructors coming from high school, business, or industry fall below 50% (44.3%). Only a very small percentage of full-time instructors came from elementary, junior high, or middle schools (4.9%).

These results might be explained partially by considering the age difference between elementary or junior high teachers and the age of most full-time instructors in junior colleges. The results might also be explained by considering that the junior college is often considered the next step up toward a "better job" from high school teaching or as a challenge of a new environment for those leaving business and industry.

Further supporting these explanations are the results showing that those instructors coming from positions in four-year institutions are only 17.4% of the instructors hired; and of this percentage, only 8.2% came from regular faculty appointments at four-year institutions. Of the remaining 12% of the full-time instructors hired, some were self-employed, some came from the government, hospitals, or military, or this was their first job. The remaining percentage came from other junior colleges.

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SUMMARY

The findings of this study reveal that since so few full-time instructors had course work of any kind relating to the community junior college, one can conclude that it is not a requirement for employment at these institutions. Instructors with junior college course work at both small and large schools totaled one-fifth of the total number of full-time instructors.

Medium-sized schools stressed, however, a desire to hire more faculty with experience and knowledge of the junior college. Four-year institutions can aid in fulfilling this need of many institutions desiring some type of knowledge of the community junior college both as a requirement for employment in these institutions and as a means of bringing a greater quality of education to these schools. More schools desire a commitment to the concept of the two-year college as a valid and important form of post-secondary education.

The surprisingly large percentage of instructors being hired from business and industry and the low percentage of instructors with advanced degrees seems to be reflective of the vocational and career preparation emphasis found in community junior colleges. This emphasis is resulting in full-time instructors being hired to a large degree upon what they will be able to contribute within a two-year institution in terms of making students employable. As vocational and career areas within the community junior college receive more emphasis in response to student enrollments and community needs, graduates with academic degrees will not be in demand unless they can relate their particular academic area to an area of vocational preparation or are able to show evidence of a commitment to the junior college concept through course work in the junior college area. This study shows that those desiring employment in a community junior college must be aware of whether their type of degree or work experience

fits the needs of the particular institution and the programs the institution is offering to its students and its community--academic credentials will no longer be sufficient for employment in these institutions.

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